

CATHLIN GOULDING



goulding.cathlin@gmail.com
cathlingoulding.com

EDUCATION

Teachers College, Columbia University | 2017

Ed.D. in Curriculum and Teaching

Dissertation Title: *This Must Be the Place: Designing Places of Exception as Places of Learning*

Committee: Daniel Friedrich (chair), Celia Oyler, William Gaudelli, Tyson Lewis, and Sheridan Blau

University of California, Berkeley | 2005

Multicultural Urban Secondary English Program (MUSE)

M.A. in Education

Professional Clear Credential in English

University of California, San Diego | 2003

B.A. in Literature/Writing

ACADEMIC APPOINTMENTS

9/11 Memorial & Museum + New York University | New York, NY | 2017 – 2019

Andrew W. Mellon Postdoctoral Research Fellow + Visiting Scholar

PUBLICATIONS

Peer-Reviewed Articles

Dernikos, B., & Goulding, C. (2016). Teacher evaluations: Corporeal matters and un/wanted affects. *M/C Journal of Media and Culture*, 19(1). Retrieved from <http://www.journal.media-culture.org.au/index.php/mcjournal/article/view/1064>

Goulding, C. (2014). The spaces in which we appear to each other: The pedagogy of resistance stories in zines by Asian American riot grrrls. *Journal of Cultural Research in Art Education*, 32, 161-188.

Goulding, C., Walter, M., & Friedrich, D. (2013). Pedagogy, torture, exhibition: A curricular palimpsest. *Journal of Curriculum and Pedagogy*, 10(13), 158-176.

Non-Peer-Reviewed Articles

Goulding, C. (2019). Walking in places of exception: The Tule Lake National Monument. *Journal of Public Pedagogies*, 4, 52-58.

Goulding, C. (2017). Tule Lake: Learning from places of exception in a climate of fear. *Forum Journal: The National Trust for Historic Preservation*, 31(3), 40-51.

Book Chapters

Goulding, C. (2020). Teaching and learning in virtual places of exception: Gone Gitmo and the Guantánamo Bay Museum of Art and History. In E. Zucker & D. Simon, *Mass violence and memory in the digital age* (141-173). London, U.K.: Palgrave Macmillan.

Lee, C. C., & Goulding, C. (2018). Teaching the acts of witnessing in *Maus* and *Night*. In M. Falter & S. Bickmore (Eds.), *From the personal to the political: Using literature to discuss death in secondary ELA classrooms through a societal lens* (pp.149-162). Lanham, MD: Rowman and Littlefield.

Goulding, C. (2017). Living with ghosts, living otherwise: Pedagogies of haunting in post-genocide Cambodia. In M. Bellino & J. Williams (Eds.), *(Re)Constructing memory: Education, identity, and conflict* (pp. 241-286). Rotterdam, Netherlands: Sense Publishers.

Research Reports

Carter, R., Oyler, C., & Goulding, C. (2013). *Experiencing Diversity Project: Integrated report*. New York, NY: Teachers College, Columbia University.

Oyler, C., Carter, R., & Goulding, C. (2012). *Experiencing Diversity Project: Interview report*. New York, NY: Teachers College, Columbia University.

Web-Based Publications

Goulding, C. (2017). Yes, it did happen here: A Japanese American writer reflects on her family's time in U.S. internment camps. *Vogue.com*. Retrieved from <http://www.vogue.com/article/japanese-american-internment-camps-day-of-remembrance>

Goulding, C. (2009). What I hear when my students write about sex, drugs, and hip-hop. *Teacher Revised*. Retrieved from <http://teacherrevised.org/2009/12/08/what-i-hear-when-my-students-write-about-sex-drugs-and-hip-hop/>

Goulding, C. (2009). Digital mapmaking and the art of writing. *ASCD Express*. Association for Supervision and Curriculum Development. Retrieved from <http://www.ascd.org/ascd-express/vol4/411-goulding.aspx>

Articles in Preparation

Goulding, C. Into the "odditorium": Learning the body at Ripley's Believe It or Not! and in popular culture. Manuscript in preparation.

Langan, E., & Goulding, C. The role of museum-based education in creating 9/11 curriculum. Manuscript in preparation.

PRESENTATIONS

Conferences

Langan, E., Mauer, J., & Goulding C. (2020, June). We're all in this together: A Teaching with Primary Sources (TPS) anthology of collaboration. Poster session at Who Tells Your Story? / Library Of Congress' Teaching With Primary Sources Eastern Region Conference (Virtual).

Goulding, C. (2020, April). (Un)Doing the settler state with place-based pedagogies: Exclusionary tactics across three temporalities. Symposium at the Annual Meeting of the American Educational Research Association, San Francisco, CA (Conference canceled due to COVID-19).

Goulding, C. (2019, March). Teaching about World War II-era detention and prisons: A screening of *Resistance at Tule Lake*. Presentation at the Annual Meeting of the National Council on Public History, Hartford, CT.

Goulding, C. (2018, November). Staircases into the underworld: Pathways of descent at the 911 Memorial & Museum. Paper presented at the Annual Conference of the College and University Faculty Assembly, National Council for the Social Studies, Chicago, IL.

Lee, C. C., & Goulding, C. (2018, November). Teaching acts of witnessing in *Maus* and *Night*. Paper presented at the Annual Convention of the National Council of Teachers of English, Houston, TX.

Goulding, C. (2018, November). Pedagogies of the body at Ripley's Believe it or Not! and in popular media. Paper presented at the Annual Conference of the American Educational Studies Association, Greenville, SC.

Goulding, C. (2018, April). Designing places of exception as places of learning: The Tule Lake National Monument. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Goulding, C. (2018, March). Virtual places of exception: Gone GITMO and the Guantánamo Museum of Art and History. Paper presented at Memorialization Unmoored: The Virtualization of Material Mediums of Social Memory, Yale University, New Haven, CT.

Goulding, C. (2017, November). Places of exception as places of learning: The Tule Lake Unit. Presentation at the Public History Collective's Conference, City University of New York, New York, NY.

Goulding, C. (2015, November). This must be the place: Using place-based projects to explore violations of human and civil rights. Presentation at Past Forward, National Trust for Historic Preservation, Washington, D.C.

Goulding, C., Garcia, X., Schlessinger, S., & Sellers, S. (2013, November). Beats, verses, and ligaments: Hip hop pedagogy as inclusive practice for middle school science instruction. Paper presented at the Annual Meeting of the National Association for Multicultural Education, Oakland, CA.

Akar, B., Goulding, C., & Makari, K. (2013, May). The history debates in contemporary Lebanon. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Goulding, C. (2013, April). The spaces in which we appear to one another: A study of zines by Asian American women and girls. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Goulding, C. (2012, December). Living with ghosts, living otherwise: A study of history curriculum in post-genocide Cambodia. Paper presented at the Local History, Global Ethics, Justice Conference, Columbia

University, New York, NY.

Walter, M., Goulding, C., & Friedrich, D. (2012, April). Pedagogies of torture, pedagogies as torture: A curricular palimpsest. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.

Oyler, C., & Goulding, C. (2012, April). Talkin' the talk, walkin' the walk?: The structures, practices and language of a climate for diversity. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.

Goulding, C., & Thomas, J. (2009, February). Documentary poetry and the exploration of Anna Deveare Smith's *Twilight Los Angeles, 1992*. Presentation at the California Association of Teachers of English Conference. Santa Clara, CA.

Goulding, C. (2002, April). A pilgrimage to Manzanar: Contemporary Amerasian culture and the internment of multiracial Japanese Americans. Presentation at Crossing Lines: Race and Mixed Race Across the Geohistorical Divide, Santa Barbara, CA.

Invited Talks

Goulding, C. (2020, May). Walking a burning world: Digressive pedagogies in space and place. Keynote speaker at Facing Climate: Affecting Change in Our Classrooms, Communities, and World, Curriculum & Teaching Graduate Student Collaborative Conference, New York, NY.

Public Talks

Goulding, C. (2019, May). The legacy of family separation. A gathering of thought leaders organized by the Pop Culture Collaborative, Grantmakers Concerned with Immigrants and Refugees (GCIR), Unbound Philanthropy, and RISE Together Fund, Japan Society, New York, NY.

Goulding, C. (2018, May). The stories they tell: The Vesey Street Stairs. Presentation at the 9/11 Memorial & Museum, New York, NY.

Conferences Organized

Arel, S., & Goulding, C. (2019, June). Traversing the Gap: Relevance as a Transformative Force at Sites of Public Memory. Conference at the 9/11 Memorial & Museum, New York, NY.

Campus Talks + Workshops

Goulding, C., & Darity, K. (2020, March). Welcoming the ghost: A theoretical and practical exploration of haunting. Workshop at the Annual Meeting of the National Council on Public History (Virtual due to COVID-19).

Goulding, C. (2019, April). Please help me: I'm writing a dissertation and I'm filled with anxiety and dread. Presentation for doctoral student colloquium in the Department of Curriculum & Teaching, Teachers College, Columbia University, New York, NY.

Goulding, C. (2019, February). Walking: Creative methods in research and data collection. Professional learning workshop for interpretative guides at the 9/11 Memorial & Museum, New York, NY.

Goulding, C. (2018, April). Walking and perambulation as data collection and analysis. Workshop for doctoral students enrolled in Qualitative Data Analysis, Teachers College, Columbia University, New York, NY.

Goulding, C. (2017, March). "Give up your body for an abstraction": Lyrical writing in the dissertation process. Workshop offered at Confronting Hostility, Cultivating Hope: The Department of Curriculum & Teaching's Annual Graduate Student Conference, Teachers College, Columbia University, New York, NY.

Goulding, C. (2014, March). The framing of darkness. Talk in response to Daniel Friedrich's *Democratic education as a curricular problem: Historical consciousness and the moralizing limits of the present* (2013). Teachers College, Columbia University, New York, NY.

Goulding, C. (2012, October). Teaching in times of belatedness: The history debates in contemporary Lebanon. Presentation at the 12th Annual Peacebuilding Fieldwork Symposium, Columbia University, New York, NY.

AWARDS + FELLOWSHIPS

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| 2018 | American Educational Research Association, Division B: Curriculum Studies, Outstanding Dissertation Award |
| 2015 | Japanese American Citizens League, Mine and Railroad Workers Scholarship |
| 2015 | National Trust for Historic Preservation, Diversity Fellow |
| 2013 | Advanced Consortium on Cooperation, Conflict, and Complexity (AC4), The Earth Institute, Columbia University, Graduate Student Fellow |
| 2012 | Middle East Institute at Columbia University, Regional Travel Research Fellowship |
| 2009 | Newark Memorial High School, Newark Unified School District, Teacher of the Year |
| 2009 | Newark Educational Foundation, Excellence in English and Language Arts Instruction |
| 2008 | Teachers and Writers Collaborative, Finalist for the Bechtel Prize in recognition of "When Twilight Falls: How Documentary Poetry Responds to Social Injustice," an essay related to creative writing education, literary studies, and/or the profession of writing |
| 2003 – 2005 | University of California, Berkeley, Molly Quinn Fellow, Graduate School of Education |

GRANTS

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| 2020 – 2021 | Legacy Fund Grants Program, Japanese American Citizens League Yuri Kochiyama's Harlem: Place, Politics, and Social Change |
| 2020 – 2021 | The George and Sakaye Aratani Community Advancement Research Endowment, UCLA Asian American Studies Center <i>We Hereby Refuse</i> : Educators' Guide and UCLA Events for a New Graphic novel on |

 Camp Resistance

2019 – 2020 Teaching with Primary Sources Regional Grant, Library of Congress
 Teachers Teaching Teachers: Primary Source Responses to 9/11

 TEACHING EXPERIENCE

1/2020 – Present Hunter College | New York, NY
 Adjunct Assistant Professor, Department of Curriculum and Teaching
 Advanced Curriculum Development in World History and Global Education for Urban
 Contexts; Adolescent Fieldwork

5/2014 – 6/2014 Long Island University | Brooklyn, NY
 Adjunct Instructor, New York City Teaching Fellows
 Adolescent and Adult Literacy

1/2012 – 5/2014 Teachers College, Columbia University | New York, NY
 Teaching Assistant
 Human and Social Dimensions of Peace (Spring 2012); Learning to Teach (Spring 2013);
 Curriculum Theory and History (Spring 2014)

8/2004 – 8/2010 Newark Memorial High School, Newark Unified School District | Newark, CA
 English Teacher
 10th Grade College Prep and Accelerated; 12th Grade Poetry College Prep and
 Integrated Co-Teaching; 12th Grade College Prep

6/2008 – 7/2008 Academic Talent Development Program (ATDP), UC Berkeley | Berkeley, CA
 Writing Instructor
 Writing for High School

6/2004 – 7/2004 Berkeley High School, Berkeley Unified School District | Berkeley, CA
 English Teacher
 Community Partnerships Academy Summer Program

 RESEARCH + WORK EXPERIENCE

10/2011 – 6/2020 Teachers College Inclusive Classrooms Project | New York, NY
 Graduate Assistant & Digital Content Editor
 Design, edit, and develop content for online publications on inclusive education.

5/2016 – 8/2017 Teaching Residents at Teachers College | New York, NY
 Graduate Assistant
 Managed social media and web communications for a federally-funded teacher
 residency program that prepares students to be certified to teach in high-need areas.

7/2013 – 3/2014 Bright Bytes | San Francisco, CA
 Research Partner
 Reviewed scholarly research in support of a large scale, multi-site study of technology

use and implementation in schools.

- 5/2012 – 8/2012 Dr. Bassel Akar, University of Notre Dame | Beirut, Lebanon
Research Assistant
Conducted research on pedagogies in post-conflict settings, focusing on debates over the Lebanese Civil War history curriculum and the use of art therapies to ameliorate war trauma.
- 9/2010 – 5/2013 Experiencing Diversity Project @ Teachers College | New York, NY
Graduate Assistant
Organized focus groups, managed data, conducted qualitative data analysis, and report writing for a three-year study of diversity climates higher educational institutions.

CONSULTANCIES

- 7/2020 – 10/2020 WETA, Public Television and Classical Music for Greater Washington | Washington, D.C.
Contributing editor and writer on lesson plans accompanying PBS documentary series, *The Asian Americans*.
- 8/2020 – 10/2020 The Minor Collective | Brooklyn, NY
Designing Walking Tours for Observation and Discovery, Course Module for Embrace the Outdoor Classroom.
- 6/2020 – 10/2020 David's Legacy Foundation | San Antonio, TX
Lead writer for social-emotional curriculum to accompany trilogy of documentary films on cyberbullying, young people's mental health, and digital citizenship.
- 3/2020 – 4/2020 *This Is My Brain in Love* by I.W. Gregorio | Remote
Curriculum coordinator and editor for an educational guide and reader resource for a work of YA fiction.
- 2/2020 – 5/2020 WNET, New York Public Media | New York, NY
Wrote sections of complementary educators' guide for *MISSION US: Prisoner in My Homeland*, an educational video game for secondary students.
- 5/2017 – 3/2020 Fred T. Korematsu Institute | San Francisco, CA
Plan and facilitate summer curriculum writing institutes for K-12 teachers on documentary films about the World War II-era Japanese American incarceration.
- 12/2018 – 5/2019 Mikva Challenge | Chicago, IL
Create civic education lessons to complement documentary film, *'63 Boycott*
- 2/2018 – 6/2018 Third World Newsreel | New York, NY
Composed accompanying curriculum guide to documentary film, *Resistance at Tule Lake*.

PROFESSIONAL SERVICE

11/2012 – 8/2017 Historical Dialogues, Justice, and Memory Network | Working Paper Series Editor
 4/2010 – 9/2014 *Hyphen* Magazine | Books Editor
 1/2008 – 6/2008 California State University, East Bay, College of Education | Cooperating Teacher

PROFESSIONAL TRAINING

Principles of e-Learning Instructional Design, UC Irvine Division of Continuing Education
 Exploring e-Learning Tools, UC Irvine Division of Continuing Education
 Oral History Summer School, Fall Mini-Intensive
 Practicum in Conflict Resolution, International Center for Cooperation & Conflict Resolution
 Southern California Advanced Placement Institute
 East West Center, Travel and Teach Cambodia
 WestEd Strategic Literacy Institute
 Folger Shakespeare Library, National Endowment for the Humanities Summer Institute
 Facing History and Ourselves, Holocaust and Human Behavior Institutes and Workshops

PROFESSIONAL ORGANIZATIONS

American Educational Research Association – Division B, Curriculum Studies
 National Council on Public History
 National Council for the Social Studies